



Northway Community Primary School

Accessibility Plan

2025-2028



Intent

Our vision is to foster a curriculum and environment which is accessible to all who enter Northway. We strive to ensure that anyone with a disability has access to everything in which Northway has to offer, with adjustments or amendments made where necessary to enable this. We aim to build on our similarities and seek enrichment from our differences in order to promote understanding and learning between and towards others. We also strive to constantly improve the availability of accessible information, so that this is readily available to anyone who requires it.

The accessibility plan aims to:

1. Increase the extent to which pupils with disabilities can participate in the school curriculum
2. Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided
3. Improve the availability of accessible information, which is readily available to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and after considering pupils' disabilities and the views of the parents/carers. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

This plan should be read in conjunction with the school's SEND Policy and Equality Policy. The Accessibility Plan has been drawn up in compliance with current legislation and requirements relating to Disability as specified in the Equality Act 2010.

Links with other policies: This accessibility plan is also linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Legislation:

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Monitoring arrangements:

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
It will be resourced, implemented and reviewed regularly by the head teacher and SENDCo.
It will be approved by the head teacher and governing body.

Approved by:	Kate McKenzie Governing Body	Date: 12 th November 2025
Last reviewed:	October 2025	
Next review due by:	October 2028	

Action Plan: The Accessibility plan aims should be considered as part of an agreed action plan. Short, medium and long-term plans are identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum.

	Objectives	Actions to be taken	Person(s) responsible	Date to be completed by	Success criteria
Short term	Increased use of school Instagram account	Remind staff to regularly add to the school Instagram account, including extra-curricular activities. Improvements in communicating the curriculum with parents via Instagram feeds and photographs of the curriculum in action.	SLT Class teachers	Autumn 2025	Increased level of information about the curriculum for all involved in the school.
	SEND and Medical register and information on children with additional needs to be regularly updated.	Ensure SEND register reflects current pupils being supported. Add notes to SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Liaise with parents and external agencies (eg. paediatricians) to ensure we receive up to date reports.	SLT SENDCO	To be continually updated and checked termly.	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
	To ensure that staff are trained on medical procedures to be able to support pupils with complex medical needs.	Work with external agencies to organise appropriate training and deliver this to staff accordingly.	SLT SENDCO Staff working with pupil with medical needs	As and when necessary depending on the needs of the child and how these may change.	Staff will be adequately trained to ensure that pupils medical needs are met and procedures are followed accordingly.
	To ensure that all pupils are able to communicate effectively.	Work with external agencies to organise training on the use of communication aids e.g. communication boards, communication device apps, radio aids.	SLT SENDCO	As and when necessary depending on the needs of the child,	All pupils will be able to communicate effectively.
Medium term	To ensure that support plans are effective in meeting pupils needs.	CPD for teachers. SENDCO to monitor support plans and discuss with teaching staff. GL screener for dyslexia to be used when necessary.	SENDCO Class teachers Support staff	Regularly.	Provision for SEND pupils is effective in meeting pupils needs.

	<p>Multi-agency approach to meeting the needs of pupils, especially those with SEND and emotional and behavioural needs.</p> <p>Ensure that the curriculum is differentiated to suit all needs, as well as still being ambitious for all pupils.</p>	<p>Work with other professionals in meeting the needs of pupils including EP, SALT, OT, ICs. Update and review the mental health tracker.</p> <p>CPD for teachers. Focus on improving the quality of our Wave 1 Teaching so that high quality inclusive teaching is on offer for all (with or without an additional adult present). Review our curriculum content so that examples of disability are included into our curriculum sequence. LTP and MTP monitoring and adaptations made where necessary. Interventions ran and monitored to support learning.</p>	<p>SENDCO Mental Health Leads</p> <p>SLT SENDCO Class teachers</p>	<p>Termly</p> <p>Summer 2028</p>	<p>Provision for SEND pupils is effective in meeting pupils needs.</p> <p>All pupils needs will be catered for to enable them to access an ambitious curriculum.</p>
	<p>Effective communications with parents, nurseries and schools to provide a high quality transition.</p>	<p>To identify pupils who may need additional to or different provision for the September and mid-year intakes.</p> <p>To use trauma informed practice training to find out key information about families to identify early where support might be needed.</p> <p>Evaluate current transition documents and home visit documents to ensure important information is shared ahead of starting.</p>	<p>SLT SENDCO EYFS staff</p>	<p>Autumn 2026</p>	<p>Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.</p> <p>Early identification is evident.</p>
Long term	<p>To develop an understanding of the new Ofsted Framework in relation to inclusion for all, across all subjects.</p>	<p>CPD for all staff. Monitoring and evaluating of current practise.</p>	<p>SENDCO SLT Teaching Staff</p> <p>PSHE lead</p>	<p>Summer 2028</p> <p>2022-25</p>	<p>All pupils will be included effectively across all areas of the curriculum.</p>

	Continue to enhance the pupils' understanding of protected characteristics to promote equality.	Ensure coverage of the protected characteristics in the PSHE curriculum. Embed the curriculum in all classes and monitor the impact.	SLT Class teachers		Pupils will demonstrate positive attitudes and understanding of all protected characteristics.
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Aim 2: To improve the **physical environment** of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

	Objectives	Actions to be taken	Person(s) responsible	Date to be completed by	Success criteria
Short term	Development of a new library area in the KS2 building.	Remove ICT suite facilities and all furniture. Purchase new library furniture and seating. Library shelves at wheelchair-accessible height.	SLT Premises officers English leads	Autumn 2025	The children will have access to a quiet and inviting library space to use for changing books, quiet time, class stories and interventions.
Medium term	Staff to create 'sensory / quiet spaces' within their classrooms for children to access (in addition to the main sensory rooms)	CPD on purposeful environments for pupils with SEND and disability. Staff to evaluate their current classroom layout and reflect on how it could be more effective. Staff to create sensory / calm space within their classroom for pupils to access (when no additional adult present or when main sensory circuit/room is not required)	SLT SENDCO Class teachers	Summer 2026	The children will have access to a quiet space within their classroom to support them with their emotional needs.
Long term	Maintain and develop safe access round the interior and exterior of the school.	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff. Safety improved with additional fencing around the front of the school site.	SLT Premises officers	Summer 2028	There is safe access throughout the school. No accidents or near misses on Dodd's Lane.

Aim 3: To improve the availability of accessible **information**, which is readily available to other pupils, to pupils with disabilities.

	Objectives	Actions to be taken	Person(s) responsible	Date to be completed by	Success criteria
Short term	Ensuring resources and equipment are suitably adapted to meet the needs of the pupils with disabilities.	Purchase resources as required and as appropriate to the disability.	SLT Premises officers Class teachers	As required	Information and the curriculum will be accessible to all pupils with disabilities.
Medium term	Update school website.	Review improvements to the school website. Look at any further changes to the school website to allow easier navigation. Documents, key policies and new information will be easily accessible to all.	SLT School office	2025-26	Improved access to information for all involved with the school.
	Improve use of visuals to increase understanding of written information.	Continue to renew Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train all relevant staff members in how to use Widgit. SENDCo to ensure there is a bank of readymade resources for teachers and TAs to access.	SENDCO	Summer 2028	Children will understand written instruction or text as it will be accompanied with the appropriate visuals.
Long term	Embed new online learning platform, Century, and to ensure information is easily accessible by all.	Review the use of the new platform to ensure consistent use and that it is readily accessible to all with disabilities.	SLT	2025-26	All communication platforms will be easily accessible.

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